## **KYAE Common Core Standards**

## Unpacking Chart for Literature Standards (9th-10th)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
R.L. 9/10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn	Cite	strong and thorough textural evidence to support analysis	of what the text says explicitly	Analyzing	Students will use the Survey, Question, Read, Recite, Review (SQ3R) method to answer questions about the text. From this information students will draw inferences.
from the text	as well as Inferences	drawn	from text		
R.L. 9/10.2 Determine a theme or central idea of a	Determine	a theme or central idea	of a text	Analyzing	Students will fill out a narrative text mapping sheet which contains rising action,
text and analyze in detail its development over the course of the text, including how it emerges and is	and analyze	in detail its development over the course	of the text		setting, author's theme, opening scene, conflict/problem, climax, falling action and resolution
shaped and refined by specific details provide an objective summary of the text.	including how	it emerges and is shaped and refined by specific details provide an objective	of the text		

		summary			
		Summary			
R.L. 9/10.3 Analyze	Analyze	how complex	over the course of a	Analyzing	Students will fill out character
how complex		characters	text		maps noting the motivations,
characters (e.g.		(e.g. those with			interactions with other
those with multiple		multiple or			characters and how each
or conflicting		conflicting			character influences the plot
motivations)		motivations)			and each other.
develop over the		develop,			
course of a text,					
interact with other	interact with	other			
characters, and		characters, and			
advance the plot or		advance the			
develop the theme		plot or develop			
		the theme			
R.L. 9/10.4	Determine	the meaning of	in the text, including	Analyzing	Students will compare and
Determine the		words and	figurative and		contrast popular song lyrics
meaning of words		phrases as they	connotative		written from 1900 to 2000 and
and phrases as they		are used ,	meanings		how the word choices evoke a
are used in the text					sense of time and sets a formal
including figurative					and /or informal tone
and connotative					
meanings; analyze	analyze	the cumulative			
the cumulative		impact of			
impact of specific		specific word			
word choices on		choices on			
meaning and		meaning and			
tone(e.g. how the		tone (e.g. how			
language evokes a		the language			
sense of time and		evokes a sense			
place; how it sets a		of time and			

formal or informal tone)		place ; how it sets a formal or informal tone)			
RL9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Analyze how	an author's choices concerning how	to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise	Analyzing	Students discuss how writers of television shows and movies often use flashbacks at the beginning to give the audience more information about the sequence of events to come. Students then read two texts, one which uses a flashback at the beginning and one that does not. Students discuss and explain how the differing structures contribute to the mystery, tension, or surprise.
RL9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Analyze  drawing on	a particular point of view or cultural experience reflected a wide reading	in a work of literature from outside the United States of world literature	Analyzing	Utilizing a piece of world literature, students examine a particular point of view or cultural experience found in that body of literature. Continue using more complex literature and developing a deeper understanding of global perspectives.

RL9-10.7				Analyzing	Students compare the subject
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	Analyze the	representation of a subject or a key scene	in two different artistic mediums, including what is emphasized or absent in each treatment.	7 mary zmg	or key scene in two works that use different artistic mediums (painting, poetry, sculpture) but share a common subject.
RL9-10.8 (not applicable to literature)					
RL9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Analyze how an	author draws on and transforms source material	in a specific work	Analyzing	Students read and discuss a text in which the author uses source material in crafting a text, such as in allusions. They need to discover the source the author has alluded to and be able explain how that material was changed by the author.  adapted from North Carolina Common Core Instructional Support Tools

RL9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the grade 9, read and comprehend	literature,	including stories, dramas, and poetry, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Analyzing	As each literary standard is taught, choose text for students to read that is in the grades 9-10 complexity band. As students utilize this level of text with each of the listed literary standards, require the students to demonstrate their understanding of each standard independently based on the criteria stated (e.g., analyze, compare/contrast).
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	By the end of the grade 10, read and comprehend	literature,	including stories, dramas, and poetry, at the high end of the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

## **KYAE Common Core Standards**

## **Unpacking Chart for Literature Standards (11th-12th Grade)**

1	2	3	4	5	6
Standards	Skills Included in Standard	Concepts Included in Standard	Through a Particular Context	Cognitive Demand/ Levels of Thinking	Sample Activity
R.L. 11/12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including	Cite	strong and thorough textual evidence to support analysis	of what the text says explicitly	Analyzing	Students will use the Survey, Question, Read, Recite, Review (SQ3R) method to answer questions about the text. From this information students will draw inferences.
determining where the text leaves matters uncertain	as well as inferences	including where the text leaves matters uncertain			
R.L. 11/12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a	Determine	two or more themes or central ideas  their development, including how they interact and build on	of the text	Analyzing	Students choose a movie and TV show with similar themes to compare how they interact and develop plot in a way that is similar. Then students will apply this knowledge to two literary texts.
complex account; provide an objective summary of the text.		one another to produce a complex account			

	provide	an objective summary	of the text		
R.L. 11/12/12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where the story is set, how the action is ordered, how the characters are introduced and developed)	Analyze	the impact of the author's choices	regarding how to develop and relate elements (e.g. where the story is set, how the action is ordered, how the characters are introduced and developed) of a story or drama	Analyzing	Students will use the Questioning the Author (QtA) activity to interact with information and build meaning from the text by analyzing the author's choices in writing.
R.L. 11/12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful. (Including Shakespeare as well as other authors.)	Determine	the meaning of words and phrases as they are used in a text,  the impact of specific word choices on meaning and tone,	including figurative and connotative meanings  including words with multiple meanings or language that is particularly fresh, engaging or beautiful	Analyzing	Students use the technique of mind mapping. Have students write a central word, phrase or concept from the story in the center of the paper. Have students draw or write four to seven synonyms that relate to that central word or concept. Students discuss how the words used in the story impact the meaning and tone.

RL11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Analyze how	an author's choices concerning how to structure specific parts of a text	contribute to its overall structure and meaning as well as its aesthetic impact.	Analyzing	Discuss with students commercials that create an impact on the audience and how they are structured (e.g., Hallmark, car companies). Then discuss their aesthetic impact and how it relates to the structure of the commercial. Next, closely examine specific parts of a text in order to understand how an author structured and crafted that particular part so that it would contribute meaning or artistic effect.
RL11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Analyze  distinguishing what is	a case in which grasping point of view requires directly stated	in a text from what is really meant	Analyzing	Review with students examples of satire, sarcasm, irony, or understatement. Students then are presented with a case when an author says one thing but means another. Students then reflect on what meaning this type of point of view brings to the text or distinguishes about a character.
RL11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or	Analyze evaluating how	multiple interpretations each version interprets	of a story, drama, or poem the source text	Analyzing	Students first read the source text and identify major elements. Then students examine many interpretations of a single work and analyze how each author interprets and uses that source.

poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)					
RL11-12.8 (not applicable to literature)					
RL11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Demonstrate	knowledge of eighteenth-nineteenth-and early-twentieth-century foundational works of American literature,	including how two or more texts from the same period treat similar themes or topics.	Analyzing	Students read at least two texts from the time periods described in the standards. After reading, students examine how authors from the same time period deal with a particular theme or topic by flagging or highlighting examples in the text.

RL11-12.10  By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the grade 11, read and comprehend	literature,	including stories, dramas, and poetry, in the grades 11 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	Analyzing	As each literary standard is taught, choose text for students to read that is in the grades 11-12 complexity band. As students utilize this level of text with each of the listed literary standards, require the students to demonstrate their understanding of each standard independently based on the criteria stated (e.g., analyze, compare/contrast).
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	By the end of the grade 12, read and comprehend	literature,	including stories, dramas, and poetry, at the high end of the grades 11-12 CCR text complexity band independently and proficiently.		